UNIT 1

Visitors to Egypt

SB pages 1–5 WB pages 1–3

Lesson (1) SB Page (1)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To welcome the students to their new class. • To introduce the unit to the students. • To talk about holiday activities. • To read an email recommending holiday places and activities.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** Youth hostel windsurfing snorkeling scuba diving bazaar **Structures:** *The youth hostel is *more / less* expensive than a hotel.. * The police station is in the *old / new* part of the city.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you know about Hurghada? **Presentation:** **1- Match the words and the pictures** Draw attention to the Objectives box on page 1, which refers to the objectives of the unit, and explain in Arabic if necessary. **2- Ask and answer** On the board, write *Hurghada*. Ask the students what they know about the city – for example, its location, its size, its main industry (on the Red Sea; the third largest city in Egypt; tourism). **3- Read the email and check your answers to exercise 2** **4 -Read again and complete the email with the words from exercise 1** **5- Choose the correct words** **Assessment:** **Oral questions:** **Written Exercises:**	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:SB page 1

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher **Senior teacher** **Supervisor** **Director**

UNIT 1 Visitors to Egypt
SB pages 1–5 WB pages 1–3

Lesson (2) SB Page (2) WB Page (1)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To give advice using should/shouldn't.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: definitely outside canal **Structures:** 1-You should go there when you arrive. 2 You should definitely try some windsurfing. 3 You shouldn't walk too much in the sun.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What should / shouldn't you do at school? **Presentation:** **1- Underline the modals used for advice in these sentences :-** On the board, write *modals*. Then write these sentences and ask the class to identify the modals: We mustn't be late for school. Could you swim when you were five? (mustn't and could are modals). **2- Read the situations and give advice using *should* or *shouldn't*:-** Students read the first sentence. Elicit ideas for advice they could give. Remind them to use *should* or shouldn't. **3- Use the table to give advice for tourists** **WB** **1- Match the words and their meanings** **2- Complete the table using these words** **3-Complete the advice with *should* or *shouldn't*** **4- Write a paragraph about what you should do to help your parents at home** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	**5 m** 15 m 15 m 5 m

Home Assignment:WB page 1

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

UNIT 1
Visitors to Egypt
SB pages 1–5 WB pages 1–3

Lesson (3) SB Page (3)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To listen to a conversation with a tourist. • To ask for and give recommendations.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: Village Suggestions recommend guidebook **Structures:** - (Where) do you suggest (we start)? -Do you recommend (a tour with a guide / going to the bazaar)? - What's the best place to (buy souvenirs)? - Is there a good place to (eat near the museum)?	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** - Is there a good place to eat near your house? **Presentation:** **1- Ask and answer** Allow time for the students to study the idea maps. Then elicit suggestions more specific to the students' own village or city. Write ideas on the board. **2-Listen to Tarek and his father talking to two tourists. Do the tourists want to see or do the same things that you suggested in exercise 1?** **3- Listen again and answer the questions** **4- Take turns to be a visitor to your area. Ask for and give recommendations** First, elicit from the class suggestions of local places and activities they would recommend to tourists, and write the ideas on the board. **Assessment:** Oral questions: Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5M 15m 15m 5m

Home Assignment:SB page 3

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**

UNIT 1	Visitors to Egypt SB pages 1–5 WB pages 1–3

Lesson (4) SB Page (4) WB Page (2)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To ask and answer a quiz about helping tourists. • To discuss ways to help tourists. • To design a tourist brochure for Egypt.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: police station assistant advice brochure Structures: - A tourist has lost his bag with his camera and passport in it. What do you say? a “Don’t worry, I’ll take you to the police station.” b “You should be more careful.”	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: What should we do to help tourists? Presentation: 1- Work in pairs to do the quiz First, explain that in this quiz there are no ‘right answers’ – the questions are there to stimulate discussion. 2- Work in pairs 1- Ask the students to read the first two questions and note down countries in pairs. 2- Invite the students to give their ideas and make a list on the board. 3- Work in groups and design a brochure encouraging tourists to come to Egypt - Ask the students to read the instructions. WB 1- Choose the correct answer from a, b, c or d 2- Complete the dialogue 3- Write a paragraph about what you like to do when you visit a beach Assessment: Oral questions: Written Exercises	Teacher’s preparation book Students’ note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (3)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

UNIT 1	Visitors to Egypt SB pages 1–5 WB pages 1–3

Review SB Page (5) WB Page (3)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To review and practise the vocabulary and structures of the unit • To practise dictionary skills	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: No new vocabulary **Structures:** No new Structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you remember about visitors to Egypt? **Presentation:** **1- Match the words and their meanings** - Read out the first definition and check the students agree that windsurfing is the matching word (given as the example). **2- Complete the sentences with *should* or *shouldn't*** - Write the first sentence on the board and elicit the answer. Students then check in their books. **3- Complete the questions or answers** - Ask two students to read out the first question and answer, as in the example. **WB** **1- Write the correct part of speech for the underlined words below** **2- Read and correct the mistakes in this email** **3- Write an email recommending places for a tourist to visit**. **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:. WB Page (3)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director



UNIT 2

Books and reading

SB pages 6–10 WB pages 4–6

Lesson (1) SB Page (6)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To talk about reading habits. • To read a conversation about reading, and answer questions.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** historical detective solve popular schoolwork **Structures:** Comparatives and superlatives: few/fewer/the fewest; little/less/the least	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What kinds of books do you like reading? **Presentation:** **1- Ask and answer** 1- Read out the first question and invite one or two students to answer briefly. 2- Students then work in pairs to discuss both questions in more detail. Go round and monitor. 3- Invite different students to share their ideas with the class. **2- Read the conversation. What do you think a book review is?** 1 -Read out the question and then allow time for the students to read the conversation quickly. Tell them not to worry about understanding every word. 2- Elicit the answer from the class. **3- Answer the questions** - Ask the students to read the conversation aloud, in pairs. **Assessment:** **Oral questions:** **Written Exercises:**	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:SB page 6

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher **Senior teacher** **Supervisor** **Director**



UNIT 2

Books and reading

SB pages 6–10 WB pages 4–6

Lesson (2) SB Page (7) WB Page (4)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • **To use few, fewer, the fewest and little, less and the least correctly.**	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** interest pages amount **Structures:** *1 -Few students read magazines.* *2- There is little water in the lake because it was very dry this year.* *3- I've got fewer books than you. You've got less meat than I have.* *4- Class 4 has the fewest students. That bottle has the least water*	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** **How often do you go to the library?** **Presentation:** **1- Complete the sentences with these words from the article** - Allow time for the students to read the Grammar box. Go round and answer any queries. **2 -Complete these sentences with the correct form of *few* or *little*** - Ask the students to read the example and then complete the task with a partner, referring back to the Grammar box if necessary. Alternatively, you could do this exercise with the whole class. **3- Ask and answer** **WB** **1 -Complete the sentences** **2- Read and correct the mistakes in these sentences** **3- Answer the questions** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment: WB page 4

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**

UNIT 2 Books and reading SB pages 6–10 WB pages 4–6	Day	Date	Period	Class
Lesson (3) SB Page (8)				

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To read and understand an adventure story. • To practise expressing feelings. • To carry out an internet search about an author.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: **Trembling** **weak** **desert** **feelings** **Structures:** **Expressing feelings** -I feel / felt (frightened / quite happy). -Did the story make you feel (frightened / happy)? -How did you feel when (Hassan finally saw the trees)? -It made me feel (excited). -How do you feel about (the story) now? I don't feel (sad).	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you like reading stories? **Presentation:** **1- Read the end of the story below. What kind of story do you think it is?** 1- Elicit different kinds of story and write them on the board (e.g. action, mystery, comedy). 2- Students look at the picture. Elicit where the story takes place (in the desert). **2- Read the story again and answer the questions** 1- Students read the story again. Tell them not to worry about any words they don't know at this point. 2- Allow time for the students to answer the questions and check in pairs. Do not confirm the answers at this point. **3- Listen to Salma and Nadia talking about the story and check your answers to exercises 1 and 2** **4- Work in pairs** **Assessment:** **Oral questions:** **Written Exercises**	**Teacher's preparation book** **Students' note books** **Student's' activity books**	5M 15m 15m 5m

Home Assignment:SB page 8

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



UNIT 2

Books and reading

SB pages 6–10 WB pages 4–6

Lesson (4) SB Page (9) WB Page (5)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To talk about novels. • To read a summary. • To write a summary.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** Adventure stories Mysteries summary little **Structures:** What kind of novels do you like to read? Why? -Adventure stories -Detective stories -Mysteries -Historical stories -Other:	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What's your favourite novel? **Presentation:** **1 -Ask and answer** 1- First, ask the students to read the list of genres, and elicit or suggest an example for each. 2- Put the students in pairs. Tell them to take turns to ask each other about each genre and to tick the appropriate boxes for their partner (and add notes for Other, if appropriate). **2- Project** - Tell the students they are going to write a summary of a book. Allow time for them to read all the instructions carefully. **WB** **1- Match the words and their meanings** **2- Rewrite the following using the word(s) in brackets to give the same meaning** **3- Complete the dialogue** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (5)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

UNIT 2 **Books and reading**
SB pages 6–10 WB pages 4–6

Review SB Page (10) WB Page (6)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To review and practise the vocabulary and structures of the unit. • To practise using few/fewer/the fewest; little/less/ the least. • To practise expressing feelings. • To develop word building skills.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** No new vocabulary **Structures:** No new Structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you remember about books and reading? **Presentation:** **1- Match the words and their definitions** - Read out the first word and check the students agree that c is the matching definition. **2- Choose the correct words** - Read out the first sentence, completed as the example. **3- Complete the dialogue** - Ask a student to read out the first sentence in the dialogue, completed as the example. **WB** **1- Complete the sentences using the correct form of the words in brackets** **2- Choose the correct words to complete the book review** **3- Write a book review** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:. WB Page (6)
Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



UNIT 3 **Festivals and special days**
SB pages 11–15 WB pages 7–9

Lesson (1) SB Page (11)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To read about spring festivals. • To answer questions about a website article.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: Celebrate Festival free special represent **Structures:** -Present and past simple passive	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What's your favourite season? **Presentation:** **1- Ask and answer** - Draw attention to the Objectives box on page 11, which refers to the objectives of the unit, and explain in Arabic if necessary. **2- Match the words and their definitions** 1- Read out the first word and check the students agree that e is the matching definition (given as the example). 2- Allow time for the students to complete the task and then check the answers as a whole class. **3- Read the website article and check your answers to exercise 1** 1- Students read the text quickly, without worrying about every word. 2- Elicit the answer to the question in exercise 1 about the different countries mentioned in the text. **4- Answer the questions** **Assessment:** **Oral questions:** **Written Exercises:**	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:SB page 11
Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher **Senior teacher** **Supervisor** **Director**

UNIT 3 Festivals and special days
SB pages 11–15 WB pages 7–9

Lesson (2) SB Page (12) WB Page (7)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To use the present and past simple passive correctly. • To talk about festivals and special days.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: spring nearly pan **Structures:** 1- Spring is celebrated in different ways all over the world. 2- Sham el-Nessim was first held to celebrate the start of spring nearly 4,000 years ago. 3- Hundreds of eggs are cooked in a big pan. 4- In Australia, the start of spring is celebrated in September!	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Where do you go in Sham el-Nessim? **Presentation:** **1- Underline the passive verbs in these sentences** - Read out the first sentence. Explain that *is* celebrated is the passive form of the verb, in the present simple tense. **2- Make questions and answers in the present or past simple passive** - Call out some of the verbs needed for this exercise for the students to reply with their past participles (invent, invented; celebrate, celebrated; use, used; give, given). **3- Ask and answer** - Read out the first question and invite different students to tell the class about the special days their families celebrate. **WB** **1 -Complete the sentences** **2 -Read and correct the mistakes in these present passive sentences** **3 -Complete the text using the present passive or past passive form of the verbs in brackets** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:WB page 7

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**

UNIT 3	Festivals and special days SB pages 11–15 WB pages 7–9

Lesson (3) SB Page (13)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To listen to a description of a festival. • To use sequencing words to describe a special day. • To carry out an internet search about the longest day of the year.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: parades lanterns costumes decorate **Structures:** -First of all, (we clean our houses). -Next, (we decorate our homes). -Afterwards, (many people go shopping). -After / Before / At (dinner, children are given envelopes). -At midnight / midday (there are fireworks). -The next day / morning / afternoon, (we wear our new clothes).	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you enjoy festivals? **Presentation:** **1- Ask and answer** - Read out the question and encourage a short class discussion. Ask the students to say why they enjoy their chosen festivals. **2- Match these sentences about Chinese New Year with the pictures** - Ask the students to look at the pictures and say what they can see. They then complete the exercise by matching the pictures and locations. **3- Listen to Li describing Chinese New Year. Who do young people visit on the first day of the new year?** **4- Listen again. Are these sentences true *(T)* or false *(F)*?** -Ask the students what they remember from the recording they have just heard. **5- Work in pairs** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5M 15m 15m 5m

Home Assignment:SB page 13

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

UNIT 3 Festivals and special days
SB pages 11–15 WB pages 7–9

Lesson (4) SB Page (14) WB Page (8)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To learn about Sham el-Nessim. • To use critical thinking skills to discuss festivals.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** **breeze** **traditionally** **preserve** **dry** **Structures:** 1- Do you think machines can make crafts better than human hands? 2- Do you think we need traditional crafts if machines can make them? Why? / Why not? 3- Why is it important for some people to learn traditional crafts?	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** *What does Sham el-Nessim mean?* **Presentation:** **1- Answer the questions about the words in red in the text** - Ask the students what they know about the Sham el-Nessim festival. Ask whether they know when the festival was first celebrated and why people eat the traditional food that is eaten during the festival. Tell them that they will find out later. **2- Answer these questions** - Students answer questions 1–4, looking back at the text where necessary. **3 -Critical thinking** - Put the students into small groups to discuss the first question. **WB** **1- Answer the questions** **2- Complete the sentences with words from exercise 1** **3- Complete the text about Thanksgiving Day in Canada** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (8)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director



UNIT 3	Festivals and special days SB pages 11–15 WB pages 7–9

Review SB Page (15) WB Page (9)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To review and practise the vocabulary and structures of the unit • To practise using the present and past simple passive correctly. • To practise using sequencing words.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: No new vocabulary **Structures:** No new Structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you remember about special days? **Presentation:** **1- Complete the sentences** - Read out the first sentence, half completed as the example. **2- Write the sentences using the correct form of the passive** 1- Ask the students to study the example. 2- Students complete the exercise individually before checking their answers with a partner. Go round and monitor. **3- Complete the sentences** - Read out the first sentence, completed as the example. **WB** **1- Write a sentence to conclude this article** **2- Put these sentences in the correct order** **3- Write an email about a special day** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:. WB Page (9)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

REVIEW A
SB pages 16-17
WB pages 10-13

Lesson (1) SB Page (16)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To review and practise the vocabulary and structures of Units 1-3	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** No New vocabulary **Structures:** No New structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you know about Aswan? **Presentation:** **1- Ask and answer.** Ask the students to read the questions and discuss them in pairs. Then invite different pairs to give their answers. **2- Complete the magazine article with these words, then check your answers to exercise 1** 1- Ask the students to scan the text and elicit what it is about (Aswan). 2- Ask the students to read the words in the box and explain that they have to complete the text with the words. **3- Answer these questions** 1- Students read the questions. Ask them whether they remember any of the answers from the text before they read. 2- Allow time for the students to complete the task in pairs and then check answers by asking students to read out the answers. **Assessment:** **Oral questions:** **Written Exercises:**	Teacher's preparation book Students' note books Student's' activity books	

Home Assignment: WB Page (16)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

REVIEW A SB pages 16-17 WB pages 10-13

Lesson (2) SB Page (17)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: **-To review and practise the vocabulary and structures of Units 1-3**	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** **No New vocabulary** **Structures:** **No New structures**	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair wor	**Warm up and revision:** Do you like reading? **Presentation:** **1- Complete the sentences with the correct form of *few* or *little*** -Read out the first sentence, completed as the example. **2- Complete the sentences in the present simple passive or the past simple passive** - Read out the first sentence, completed as the example. Elicit that this sentence is written in the present simple passive. **3-Listen to Taha and Amir talking about books and choose the correct answer** - Tell the students that they are going to hear a conversation between Taha and Amir. **4 -Talk about what tourists should or shouldn't do in Egypt** - Read out the question and ask two students to read out the example in speech bubbles. **5- Listen and complete these words with *th* or *f*. Then say the words** **Assessment:** **Oral questions:** **Written Exercises:**	*Teacher's preparation book* *Students' note books* *Student's' activity books*	

Home Assignment: SB Page (17)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**

UNIT 4
Science and technology
SB pages 18–22 WB pages 14–16

Lesson (1) SB Page (18)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To introduce the idea of STEM schools to the students. • To read an article about STEM schools and answer questions.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** essential expert focus encourage data **Structures:** Expressing certainty and uncertainty: *might/must* can't be.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you like science? **Presentation:** **1 -Ask and answer** 1- Draw attention to the Objectives box on page 18, which refers to the objectives of the unit and explain in Arabic if necessary. 2- Read out the question and encourage a short class discussion. **2- Read an article about STEM schools** - Allow time for the students to read the text quickly – tell them not to worry about understanding every word. **3- Which of the red words in the text mean the following?** - Ask the students to look at the words in red and discuss their meanings in pairs. Encourage them to read the whole context to help them decide the meaning of words they don't know. **4 -Are these sentences true (*T*) or false (*F*)?** **Assessment:** Oral questions: Written Exercises:	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:SB page 19

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher Senior teacher Supervisor Director



UNIT 4	Science and technology SB pages 18–22 WB pages 14–16

Lesson (2) SB Page (19) WB Page (14)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To use might/must/can't be correctly.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: certainty uncertainty similar **Structures:** 1- It can't be easy if you don't know how to use a computer or send an email. 2 -A lesson might be about how fast a ball falls through the air. 3- It might be using data to make a graph. 4 -STEM school students must be hardworking.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** **What does STEM mean?** **Presentation:** **1- Underline the modal verbs with *be* in these sentences** - Ask the students to read the example sentence and elicit the meaning. **2- Complete the sentences with *might, must* or *can't be*** - Read out the first sentence, completed as the example. Elicit why can't be is the correct answer (Ali is on holiday. The speaker is sure that Ali is not in the street) . **3- Use *might, must* or *can't be* and these words to talk about the pictures** **WB** **1- Choose the correct answer from a, b, c or d** **2- Match A with B** **3- Complete the sentences about STEM schools** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:WB page 14

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher | Senior teacher | Supervisor | Director



UNIT 4 **Science and technology**

SB pages 18–22 WB pages 14–16

Lesson (3) SB Page (20)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To listen to an interview with a STEM school student. • To work together to solve problems • To express certainty and uncertainty. • To carry out an internet search about the achievements of STEM school students.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** pollute connect online invention **Structures:** To express certainty, we can use: I'm sure (he / she / it) is ... (He / She / It) must be... (He / She / It) can't be... To express uncertainty, we can use: I'm not sure (he / she / it) is ... (He / She / It) might be ... Perhaps (he / she / it) will	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What can you see in the picture? **Presentation:** **1- Answer the questions** - Ask the students to look at the pictures and elicit what they can see (polluted water, a student at a STEM school). **2- Listen to an interview with a STEM school student. Does she give the same answers as you did in exercise 1?** - Tell the students just to listen to the general meaning in order to find out what the STEM student thinks about the questions in exercise 1. Tell them not to worry about details because they will hear the recording again. **3- Listen again and complete the sentences** **4- STEM school students work together to solve problems. Can you work in the same way to answer these questions?** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5M 15m 15m 5m

Home Assignment:SB page 20

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



UNIT 4 Science and technology

SB pages 18–22 WB pages 14–16

Lesson (4) SB Page (21) WB Page (15)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To talk about technology. • To ask and answer a quiz about technology. • To discuss using technology.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** essay smartphone laptop wi-fi **Structures:** -Your teacher asks you to write an essay. Which do you prefer? a- Writing it using neat handwriting. b- Typing it on the computer and emailing it.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** How good are you with new technology? **Presentation:** **1- Read and answer in pairs** - Ask the students to look at the words and definitions. They then complete the exercise in pairs. **2- Work in pairs and do the quiz. How good are you with new technology?** - Read out the first situation and the two options to the whole class, and elicit initial ideas. Ask students to give reasons for their opinions. **3 -Discuss in pairs** -Ask the students to read the questions and note down their answers. **WB** **1- Match the words and their meanings** **2- Complete the sentences with words from exercise 1** **3 -Read and correct the underlined words** **4- Complete the dialogue** **Assessment:** Oral questions: Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (15)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

UNIT 4

Science and technology

SB pages 18–22 WB pages 14–16

Review SB Page (22) WB Page (16)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To review and practise the vocabulary and structures of the unit • To practise dictionary skills.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** No new vocabulary **Structures:** No new Structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you remember about science and technology? **Presentation:** **1- Complete the sentences** -Read out the first sentence and check the students agree that smartphone is the correct answer. **2- Complete the sentences with *might, must be* or *can't be*** - Read out the instruction and the first sentence, completed as the example. **3 -Complete the sentences with these words** - Allow time for the students to study the example and look at the words in the box. **WB** **1- Say these words and complete the table** **2- Read about some successful STEM school students and answer the questions** **3- Write an article about STEM school students** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:. WB Page (16)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



UNIT 5 **Achievements**

SB pages 23–27 WB pages 17–19

Lesson (1) SB Page (23)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To introduce the unit to the students. • To talk about abilities. • To read a newspaper article about a child genius.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** genius software sum award skill **Structures:** Ability and inability: could/couldn't, was/were (not) able to	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What would you like to do well? **Presentation:** **1- Tell your partner about one thing you can do or would like to do well** - Draw attention to the Objectives box on page 23, which refers to the objectives of the unit, and explain in Arabic if necessary. **2- These words are from a newspaper article. What do you think it is about?** - Ask students to read the words and definitions. Then ask them to cover the words, and read out the definitions and elicit the words from the class. **3- Read the article. Find the words in exercise 2 and check that you understand their meanings** - Allow time for the students to read the text quickly. Tell them not to worry about understanding every word. **4- Are these sentences true (T) or false (F)?** **Assessment:** **Oral questions:** **Written Exercises:**	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:SB page 23

Self-Evaluation: (   ) I've achieved all the lessons objectives or (   ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher **Senior teacher** **Supervisor** **Director**



UNIT 5 **Achievements**

SB pages 23–27 WB pages 17–19

Lesson (2) SB Page (24) WB Page (17)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To use could/couldn't, was/were (not) able to correctly.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: ability inability concert **Structures:** **1-** Abla Wael from Cairo couldn't do her maths homework. **2-** Mahmoud was able to give all the answers to the sums. **3-** After only three months, he could read, write and speak English quite well. **4-** He was able to teach university graduates about computer programming.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What could you do when you were young? **Presentation:** **1- Underline the verbs used to express ability or inability** - Tell the students to read the Grammar box carefully and look at the example sentence. Check understanding by asking Was Abla's homework easy for her? (No. It was too difficult.) **2 -Complete the sentences** - Read out the first sentence, completed as the example. Elicit why were able to is the correct answer (it is plural and it describes a specific situation in the past). **3- Complete the questions, then ask and answer** **WB** **1 -Answer the questions** **2 -Finish the following dialogue** **3 -Complete the sentences so that they are true for you** **Assessment:** Oral questions: Written Exercises	Teacher's preparation book Students' note books Student's' activity books	**5 m** 15 m 15 m 5 m

Home Assignment:WB page 17

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



UNIT 5 Achievements
SB pages 23–27 WB pages 17–19

Lesson (3) SB Page (25)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To listen to a conversation about a TV programme and answer questions. • To talk about abilities. • To add information. • To carry out an internet search about Imhotep.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** title intelligent amazing brain **Structures:** **Adding information** Injy revises her lessons well. **Furthermore,** she does all her homework on time. **In addition to** doing his homework, Youssef helps his mother in the kitchen every night. I could play tennis when was eight. **In addition**, I could use the internet.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What's your favourite TV programme? **Presentation:** **1- Ask and answer** - Read out the questions and encourage a short class discussion. **2- Listen to Tarek and Hassan talking about a TV programme. Choose the best title for the programme** 1- Tell the students to listen to the conversation and choose the best title. Tell them not to worry about other details because they will hear the recording again. 2- Play the recording. Then check the answer as a class. **3 -Listen again and answer the questions** 1 -Ask the students to read the questions. 2- Play the recording again. Students then compare their answers with a partner. **4 -Work in pairs** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5M 15m 15m 5m

Home Assignment:SB page 25

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher | Senior teacher | Supervisor | Director



UNIT 5	Achievements SB pages 23–27 WB pages 17–19

Lesson (4) SB Page (26) WB Page (18)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To talk about awards and achievements. • To do a project about awards.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: **degree** **trophy** **medal** **win** **Structures:** -Do you know a person who has won one of the awards from exercise 1? Which one? Why did they win it?	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What would you like to achieve one day? **Presentation:** **1- Complete the sentences** - Ask the students to look at the pictures and say what they can see. They then read the sentences and complete them with the words from the box. **2-** Ask and answer - Discuss the questions as a class, encouraging the students to talk about people they know. They could talk about the achievements of someone famous who they admire if preferred. **3- Project** Ask the students to read the text about the writer's mother. Then refer them to the questions in 1. **WB** 1- Choose the correct words 2- Complete the sentences with these words 3- Complete the dialogue with these words 4 -Choose a job you would like to do. **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (18)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher | Senior teacher | Supervisor | Director

UNIT 5	Achievements SB pages 23–27 WB pages 17–19

Review SB Page (27) WB Page (19)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
<u>By the end of the lesson students will be able to:</u> • To review and practise the vocabulary and structures of the unit • To practise word building skills.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	<u>New vocabulary</u>: No new vocabulary <u>Structures:</u> No new Structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	<u>Warm up and revision:</u> What do you remember about achievements? <u>Presentation:</u> <u>1- Complete the sentences</u> 1- Read out the first sentence and check the students agree that *sums* is the correct answer. 2- Allow time for the students to complete the task, and then check the answers as a whole class. <u>2 -Make sentences using the correct form of *could or was / were able to*</u> - Write the example prompts on the board and elicit the structure. Then ask students to compare their ideas with the example. <u>3 -Choose the correct words</u> <u>WB</u> <u>1- Write these sentences in the plural</u> <u>2- Match to make sentences</u> <u>3- Find and correct the mistakes in the following sentences</u> <u>4- Write a paragraph of seven sentences about Imhotep, the world's first genius</u> <u>Assessment:</u> **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:. <u>WB Page (19)</u>

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director



Lesson (1) SB Page (28)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To talk about machines in the home. • To read a magazine article about robots and answer questions.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: volcano vacuum lawn mower entertain face Structures: - Transitive and intransitive verbs	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** **How do machines help us at home?** **Presentation:** **1- Ask and answer** 1- Draw attention to the Objectives box on page 28, which refers to the objectives of the unit, and explain in Arabic if necessary. 2 -Read out the question and put students in pairs to discuss ideas. **2- Which of the robots below is a scientific robot and which are personal robots?** 1- Ask the students to look at the pictures and discuss the question in pairs. 2- Check the answers as a whole class. **3- Read and complete the magazine article with these words** - Read out the words in the box and check they understand each word, and then allow time for the students to read the text. Tell them not to worry about detail at this stage. **4 – Answer the questions** **Assessment:** **Oral questions:** **Written Exercises:**	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:SB page 28

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher | Senior teacher | Supervisor | Director

UNIT 6 Inventors
SB pages 28–32 WB pages 20–22

Lesson (2) SB Page (29) WB Page (20)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To use transitive and intransitive verbs correctly.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: transitive intransitive **Structures:** 1- Scientists have used robots for a long time. 2- In 2012, a robot went to another planet. 3- When you speak, the robot will answer! 4 -Some robots dive under water to study the sea.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** **Who invented the robot?** **Presentation:** **1- Underline the verbs in these sentences. Which are followed by a noun?** - Ask the students to copy the sentences into their notebooks and underline the verbs as in the example. **2- Underline the verbs. Then write *T* (transitive) or *I* (intransitive).** 1- First, allow time for the students to read the Grammar box. 2- Check their understanding by asking the class to suggest some examples of transitive and intransitive verbs. **WB** **1- Match the words and their meanings** **2- Complete the sentences with an object if necessary** **3- Find the verbs in these sentences, then write T (transitive) or I (intransitive)** **4- Now underline the direct objects and circle the indirect objects in exercise 3** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:WB page 20

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**





Lesson (3) SB Page (30)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To ask and answer about problems and inventions. • To listen to a speaker emphasising points about a science competition. • To practise emphasising a point. • To carry out an internet search about inventions.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: inventor fantastic idea product **Structures:** -You must remember to describe characters well. -You must remember that (sentence):	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you like science competitions? **Presentation:** **1- Ask and answer** - Read out the first question and invite one or two students to answer briefly. **2- Listen to some students talking to a science teacher about the competition. What is the prize for the competition?** - Read out the question and tell the students not to worry about understanding every word, but to listen out for the answer to the question. **3- Listen again and choose the correct words** - Ask the students to read through the sentences. **4- Take turns to give advice to students who are entering a story writing competition. Use the expressions in the Functions box. Think about the following** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5M 15m 15m 5m

Home Assignment:SB page 30

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

UNIT 6 Inventors
SB pages 28–32 WB pages 20–22

Lesson (4) SB Page (31) WB Page (21)

Day	Date	Period	Class

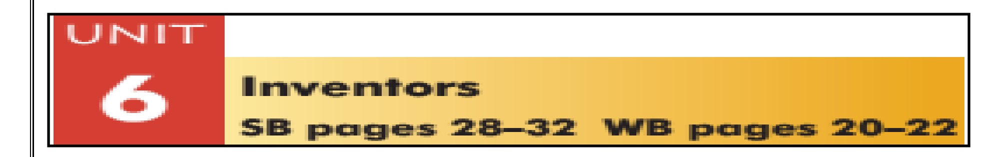
Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To read about the invention of ships and sails. • To use critical thinking skills to discuss Egyptian inventions.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** **wooden** **steam** **oras** **sail** **Structures:** 1- Why are plants and trees cut down? Give two reasons. 2- How is soil carried away in nature? Give two ways. 3-How many people live with the problem of desertification?	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you know about Egyptian inventors? **Presentation:** **1- Find these words in the pictures** 1- Ask the students to look at the pictures and say what they can see. 2- Read out the words in the box and ask the students to point to the correct parts of the pictures. **2- Complete the sentences** - Allow time for the students to read the text Carefully. **3- Critical thinking** Put the students into small groups to discuss the first question. If necessary, encourage them to research the question for homework. **WB** **1- Complete the table** **2- Complete the sentences** **3- Read and answer the following questions** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (21)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director





Review SB Page (32) WB Page (22)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To review and practise the vocabulary and structures of the unit • To practise writing a report.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: No new vocabulary Structures: No new Structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: What do you remember about inventors? Presentation: 1- Complete the text - Read out the first sentence, completed as the example. 2- Underline the verbs and write *T* (transitive) or *I* (intransitive) -Ask a student to remind the class of the meaning of transitive and intransitive. Elicit examples of both types of verb. 3 -Underline the direct object and circle the indirect objects 4 -Make sentences that emphasise a point WB 1- Read the report below and choose the correct words 2- Rewrite the following using the word(s) in brackets to give the same meaning 3- Write a report about a famous Egyptian invention Assessment: Oral questions: Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:. WB Page (23)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director





Lesson (1) SB Page (33)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To review and practise the vocabulary and structures of Units 1 - 6	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** **No New vocabulary** **Structures:** **No New structures**	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you know about Nobel prize? **Presentation:** **1- Read about Alfred Nobel. What are the Nobel Prizes for?** 1 -Tell the students that in Review B they are going to review and consolidate what they have learned in Module 2. 2- Ask the students to look at the title of the text. Ask if they have heard of the Nobel Prizes, and if so elicit what they know. **2- Choose the correct words** 1- Tell the students to read the text again and then work in pairs to complete the exercise. 2- Check answers by inviting different students to read out the completed sentences. **3- Complete the sentences** - Read out the first sentence, completed as the example. **Assessment:** **Oral questions:** **Written Exercises:**	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: SB Page (33)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Lesson (2) SB Page (34)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: -To review and practise the vocabulary and structures of Units 1 - 6	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** **No New vocabulary** **Structures:** **No New structures**	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair wor	**Warm up and revision:** What do you know about Dr Mostafa Musharafa? **Presentation:** **1- Which of the following sentences are not correct? Why?** - Ask the students to give examples of sentences containing transitive verbs, and write them on the board. Elicit why they are transitive (they need an object after them). Then ask for some sentences containing intransitive verbs and write them on the board, too. **2- Choose the correct words** 1- Read out the first sentence, completed as the example. 2- The students complete the exercise in pairs. **3- Listen to Adam and Faris talking about Dr Ali Moustafa Musharrafa and answer the questions** **4 -What could / couldn't you do when you were five? Talk about the following** **5 -Listen and underline the stressed syllables in these words** **Assessment:** **Oral questions:** **Written Exercises:**	*Teacher's preparation book* *Students' note books* *Student's' activity books*	5m 15m 15m 5m

Home Assignment: SB Page (34)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



Lesson (1) SB Page (35)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To introduce the unit to the students. • To talk about basketball and tennis. • To read a magazine article about the history of basketball and tennis.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: indoor courts score poles beleive **Structures:** Necessity and obligation: *have to/had to* and must/mustn't	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What's your favourite sport? **Presentation:** **1- Ask and answer** 1-Draw attention to the Objectives box on page 35, which refers to the objectives of the unit, and explain in Arabic if necessary. 2- Read out each question and encourage a short class discussion after each one. **2- Read the magazine article and check your answers to exercise 1** 1- Allow time for the students to read the text quickly – tell them not to worry about understanding every word. 2- In pairs, students find the answers to exercise 1, question 2. **3- Which of the words in red in the text mean the following?** - Students read the text again, taking note of the words in red. **4 -Answer the questions** **Assessment:** Oral questions: Written Exercises:	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:SB page 35

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher **Senior teacher** **Supervisor** **Director**



UNIT 7	All about sports SB pages 35–39 WB pages 27–29

Lesson (2) SB Page (36) WB Page (27)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To use *have to/had to* and must/mustn't correctly.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: obligation necessity **Structures:** 1- People didn't have to wait for good weather in order to play. 2- In those days, players had to hit the ball with their hands. 3- Today, tennis balls have to weigh 56–59.49 grams. 4- I must find a new sport for my students to play in winter.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** **Which sport do you like?** **Presentation:** **1- Underline the verbs used for obligation** - Tell the students to read the Grammar box carefully. **2- Complete the dialogue with the correct form of *have to*** - Read out the first sentence, completed as the example. Elicit the form of *have to* in this sentence (past simple question). **3- What did / didn't you have to do when you were a primary school student? Ask and answer about the following** - Read out the question and then ask a student to read out the speech bubble. **WB** **1- Choose the correct answer from a, b, c or d** **2- Make questions with the correct form of *have to* or must** **3- Now answer the questions in exercise 2** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:WB page 27

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**

UNIT 7 All about sports
SB pages 35–39 WB pages 27–29

Lesson (3) SB Page (37)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To listen to a radio programme about the Olympic Games. • To talk about how things have changed. • To give contrasting information and to add information. • To carry out an internet search about speed-ball.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: Olympic Games spectators Athletes stadiums **Structures:** **In the past,** the Olympic Games were held in Greece only. **However,** (today the Olympics are held in different countries). **Although** (there have been changes), it's always a great achievement to win a game.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you know about Olympic Games? **Presentation:** **1- Ask and answer** -Read out the question and encourage a short class discussion. Tell the students they will find out the true answer when they listen to the recording. **2- Listen to a radio programme about the Olympic Games and check your answers to exercise 1** - Tell the students just to listen to the general meaning in order to find the answer to the question in exercise 1, and not to worry about details because they will hear the recording again. **3- Listen again and complete the table** - First, ask the students to look at the table. Stronger students could note down any answers they think they already know. **4- How have the things listed in exercise 3 changed since the first Games? Make sentences using expressions from the Functions box** **Assessment:** **Oral questions:** **Written Exercises**	**Teacher's preparation book** **Students' note books** **Student's' activity books**	5M 15m 15m 5m

Home Assignment:SB page 37

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

UNIT 7

All about sports

SB pages 35–39 WB pages 27–29

Lesson (4) SB Page (38) WB Page (28)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To talk about team sports. • To ask and answer a quiz about team sports. • To discuss fairness in sport.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: **referee** **opponent** **self-respect** **championship** **Structures:** -When you win a match, what should you do? a- Congratulate your team. b- Say unkind things to your opponents.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What should you do when you win a match? **Presentation:** **1- Look at the pictures and answer the questions** -Ask the students to look at the pictures and say what they can see. They then read the questions and complete the exercise in pairs. **2- Work in pairs and do the quiz** **3- Read the text and discuss these questions** - Ask the students to read the text and questions. **WB** 1- Complete the sentences with these words 2- Choose the correct words 3- Complete the dialogue 4-Mohamed Ali Rashwan is a good example of how anyone should play a sport." Write a paragraph explaining why you agree with this sentence **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (28)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

UNIT 7 All about sports
SB pages 35–39 WB pages 27–29

Review SB Page (39) WB Page (29)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To review and practise the vocabulary and structures of the unit • To practise dictionary skills.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** No new vocabulary **Structures:** No new Structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What have you learned in this unit? **Presentation:** **1- Match to make sentences** - Read out the first phrase and check the students agree that phrase *c* is the correct ending for the sentence. **2 -Make sentences using the correct form of *have to* or *must*** - Read out the instruction and the first sentence, completed as the example. **3- Choose the correct words** 1- Allow time for the students to study the example. 2- Students complete the task in pairs. Go round and monitor. **WB** **1 -Read the dictionary entry and match the sentences to the correct meanings of *light*** **2- Read the definitions. What are the two words?** **3- Read the rules. Which sport is it?** **4- Write about where and why speed-ball was invented and how you play it** **Assessment:** Oral questions: Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:. WB Page (29)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

UNIT 8

How we learn

SB pages 40–44 WB pages 30–32

Lesson (1) SB Page (40)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To introduce the unit to the students. • To talk about intelligence. • To read an article about being intelligent.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** control balance sailor intelligent muscles **Structures:** *-ing* forms	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** How good are you at school? **Presentation:** 1- Read these sentences about intelligence. Do you think they are true (*T*) or false (*F*)? - Draw attention to the Objectives box on page 40, which refers to the objectives of the unit, and explain in Arabic if necessary. 2- Read the article from a science book and check your answers to exercise 1 -Read out the instruction and allow time for the students to read the text quickly – tell them not to worry about understanding every word. 3- Which of the red words in the text means the following? - Students read the text again, taking note of the words in red. **4- Answer the questions** -Students read the questions and then the text again. **Assessment:** **Oral questions:** **Written Exercises:**	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:SB page 41

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher **Senior teacher** **Supervisor** **Director**



UNIT 8	How we learn SB pages 40–44 WB pages 30–32

Lesson (2) SB Page (41) WB Page (30)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To identify -ing forms and to use them correctly.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: **breathe** **physical** **move** **Structures:** **1-** Being very intelligent can help people to do amazing things. **2-** Albert Einstein had problems with reading. **3-** Athletes have fantastic control over their muscles, breathing and balance. **4-** Other people understand people's feelings very well.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What's your favourite subject at school? **Presentation:** **1- Underline the words ending *-ing*** 1-Tell the students to read the Grammar box carefully. 2- Students read the sentences in exercise 1 and underline the words ending in *-ing*. Check answers. **2- Complete the sentences using *-ing* forms** -Read out the example. Explain that the *-ing* form, *playing*, acts as a noun and is the subject of this sentence. **3- Complete the sentences using *-ing* forms** - Read out the instruction and then ask a student to read out the speech bubble. **WB** **1- Finish the following dialogue** **2 -Read and correct the underlined words** **3- Complete the sentences using the *-ing* form of these verbs** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	**5 m** 15 m 15 m 5 m

Home Assignment:WB page 31

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



UNIT 8	How we learn SB pages 40–44 WB pages 30–32

Lesson (3) SB Page (42)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To talk about using the internet. • To listen to a conversation about online research. • To practise talking about problems and asking about and offering help.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: research online puzzle partner **Structures:** -I'm afraid that I (have a problem using the internet). -I find it difficult to (look for the information that I need). -Have you got any problems? -What's the matter? -Let me see if I can help.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** Do you prefer to use a book or the internet to find information for your homework? **Presentation:** **1- Discuss these questions in pairs** - Ask the students what the people in the pictures are doing. Ask whether they enjoy doing these activities themselves. **2- Listen to a teacher talking to Salma and her mother. What is Salma's problem?** - Ask the students to read the question. Then play the recording and ask them to listen for the answer. Tell them not to worry about any words they don't recognise. **3- Listen again and answer the questions** - First, ask the students to read the questions. Encourage them to note down any answers they think they already know. **4- Work in pairs** -Students read the Functions box, saying each expression aloud. **Assessment:** Oral questions: Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5M 15m 15m 5m

Home Assignment:SB page 42

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director



UNIT 8	How we learn SB pages 40–44 WB pages 30–32

Lesson (4) SB Page (44) WB Page (31)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To ask and answer a quiz about solving problems. • To discuss talking about problems • To write a quiz for other students to answer.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: **advise** **advice** **problem** **card** **Structures:** - A new student has arrived in the class from another country. You: a -talk to the students in your class about what you can do to help the new student feel happy at your school. b -wait for the new student to talk to you.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What would you do if your brother has a problem with a project? **Presentation:** 1- Do the quiz about solving problems. Compare your answers in pairs and say why you chose your answer - Ask the students to read the first item in the quiz and to choose the answer which they agree with. Then hold a short class discussion and encourage students to share their ideas. 2- Discuss in pairs - Students read the questions. Allow them some time to think about their answers. 3- Project **WB** 1- Match the words and phrases with their meanings 2- Complete the sentences with words and phrases from exercise 1 3- Complete the dialogue 4- Write seven sentences about how using computers late at night can affect your sleep **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (31)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director



UNIT 8	How we learn SB pages 40–44 WB pages 30–32

Review SB Page (44) WB Page (32)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To review and practise the vocabulary and structures of the unit • To practise word building skills.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** No new vocabulary **Structures:** No new Structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you remember about " How we learn'? **Presentation:** **1- Look at the pictures. Which one shows ...** - Ask the students to look at the pictures and say what they can see. Then ask them to look at the questions and example answer. **2- Complete the sentences using *-ing* forms** - Read out the instruction and the first sentence, completed as the example. **3- Complete the mini-dialogue** 1- Ask a student to read out the first sentence in the dialogue, completed as the example. 2- Allow time for the students to complete the task and then compare answers in pairs.? **WB** **1- Complete the sentences with the correct form of *do* or *use*** **2- Match the advice to the problems** **3 -Write three more problems and pieces of advice for these problems** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:. WB Page (32)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**



UNIT 9 The senses
SB pages 45–49 WB pages 33–35

Lesson (1) SB Page (45)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To talk about Braille. • To read about Louis Braille and answer questions.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** equipment work out improve system blind **Structures:** Non-defining relative clauses	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** **What do you know about Braille?** **Presentation:** **1 -Look at the pictures and match the questions with their answers?** 1- Draw attention to the Objectives box on page 45, which refers to the objectives of the unit, and explain in Arabic if necessary. 2- Ask the students to work in small groups to match the questions and answers. **2- Read the magazine article and check your answers to exercise 1** - Ask the students to look at the title of the article. Ask them if they know who Louis Braille was and what he did. Tell them that they are going to find out more about him and the system he invented. **3- Answer the questions** 1- Ask the students to read the text again more carefully and answer the questions. 2- Check the answers with the whole class. **Assessment:** **Oral questions:** **Written Exercises:**	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:SB page 45

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher **Senior teacher** **Supervisor** **Director**

UNIT 9 The senses
SB pages 45–49 WB pages 33–35

Lesson (2) SB Page (46) WB Page (33)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To use non-defining relative clauses.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** Non-defining relative clauses **Structures:** 1- Louis Braille, who was born in 1809, became blind after an accident when he was three. 2- Louis went to school in his village, where his father made equipment for horses. 3- Barbier, who was a soldier, showed the students his own system of dots on paper.	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** **When was Brialle born?** **Presentation:** **1-Underline the relative clauses. Circle the noun that each relative clause gives you more information about** - Elicit relative pronouns and ask which ones are used with people (*who*, *that*), places (*where*) and things/animals (*which*, *that*). **2- Join the sentences using a non-defining relative clause** - Write the prompts for the example on the board and construct the sentence including a relative clause as a class. **3- Complete the following with non-defining relative clauses** **WB** **1- Match the words and their meanings** **2- Read and correct the mistakes in these sentences** **3 -Rewrite the sentences using non-defining relative clauses** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:WB page 33

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director



UNIT 9 The senses
SB pages 45–49 WB pages 33–35

Lesson (3) SB Page (47)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To talk about an orchestra. • To listen to a conversation about an orchestra. • To practise inviting, and accepting/refusing invitations. • To carry out an internet search about the Al Nour wal Amal orchestra.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: Set up Hand out accept take turns **Structures:** -Would you like to (go to) ...? -I'd like to invite you to ... -I'd love to! -That / It sounds great. -I'm sorry ... -I'm afraid I can't … -I'd love to, but I can't because ...	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you know about orchestra? **Presentation:** **1- Can you work out the meaning of the phrasal verbs in red?** 1- Ask the students to look at the words in red, and to work in pairs to decide what they mean. 2- Check the answers but do not confirm them at this point. **2- Look at the picture. Who do you think can join the Al Nour wal Amal orchestra?** **3 -Listen and check your answers to exercises 1 and 2** **4 -Listen again and complete the sentences** - Ask the students to look at the sentences and elicit possible endings. **5 -Work in pairs** - Write *inviting people, accepting invitations* and *refusing invitations* on the board. Ask about what kind of invitations people might make, for example, to a birthday party, a wedding or sports match. **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5M 15m 15m 5m

Home Assignment:SB page 47

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director



UNIT 9 The senses
SB pages 45–49 WB pages 33–35

Lesson (4) SB Page (48) WB Page (34)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To read about a deaf school in Cairo. • To talk about sign language.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary:** **Sign language** **take up** **slightly** **deaf** **Structures:** 1- Do you think that everyone should learn sign language? Why? / Why not? 2- How do you think we can help to make the everyday lives of deaf people easier?	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you know about sign language? **Presentation:** **1- Choose the correct answer** - Ask the students whether they have heard of the Deaf School in Cairo. Ask why they think it might be helpful for there to be a school especially for deaf students. **2 -Complete the fact file** - Ask the students to read the text and complete the fact file with relevant information. **3- Critical thinking** -Ask the students to work in small groups to discuss the questions. **WB** **1- Choose the correct answer from a, b, c or d** **2- Put the dialogue in the correct order** **3 -Accept or refuse these invitations** **4 -Now write an invitation for your partner** **Assessment:** **Oral questions:** **Written Exercises**	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: WB Page (34)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director





Review SB Page (50) WB Page (36)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: • To review and practise the vocabulary and structures of the unit • To learn how to write and lay out addresses.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: No new vocabulary Structures: No new Structures	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: What do you remember about senses? Presentation: 1 -Replace the red words with these phrasal verbs 1 -Elicit the phrasal verbs from the unit. 2- Then ask the students to read the example and complete the rest of the exercise in pairs. 2 -Add the correct non-defining relative clauses a–f to these sentences - Elicit what the students have learned about non-defining relative clauses from the unit. 3- Complete the mini-dialogues with the words - Elicit ways to invite someone to do something and to accept or refuse an invitation. WB 1- Complete the invitation with these words 2- Read the invitation again and answer the questions 3 -Write what you would say in each of the following situations. 4 -Rewrite the following using the words in brackets Assessment: Oral questions: Written Exercises	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment:. WB Page (36)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director



REVIEW C | **SB pages 50-51** **WB pages 36-39**

Lesson (1) SB Page (50)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: •To review and practise the vocabulary and structures of Units7-9	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	**New vocabulary**: **No New vocabulary** **Structures:** **No New structures**	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	**Warm up and revision:** What do you remember about sports? **Presentation:** **1- Ask and answer** - Ask the students to look at the pictures and say what they can see (the O2 Arena in London; Egyptian artefacts). **2- Read Andy's blog and check your answers to exercise 1** 1- Ask the class to read the text. 2- Check their answers. **3- Are these sentences true (*T*) or false (*F*)?** 1- Ask students to read the first sentence and provide the correct information (The teacher handed out some information about the exhibition). 2- Allow time for the students to complete the task. Then check the answers as a whole class, encouraging them to correct the false sentences. **Assessment:** **Oral questions:** **Written Exercises**:	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m 5m

Home Assignment: SB Page (50)

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**

REVIEW C — SB pages 50-51 / WB pages 36-39

Lesson (2) SB Page (51)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: **-To review and practise the vocabulary and structures of Units 7-9**	**-Data show** **-Internet** **-Student's book** **-Workbook** **-Teacher's guide** **-Library** **-Board** **-Cassette** **-Flash cards**	**New vocabulary:** **No New vocabulary** **Structures:** **No New structures**	**-Lecture** **-Discussion** **-Inductive** **-Study circles** **--Problem solving** **-Brainstorming** **-Co- operative** **-learning** **-Discovery** **-Role playing** **-Individual** **-Peer learning** **-Work groups** **-Team teaching** **-Pair work**	**Warm up and revision:** Do you like maths? **Presentation:** **1- Choose the correct word** - Read out the first sentence, completed as the example. **2- Listen and complete the dialogue** - Tell the students they are going to hear a conversation between Dina and Reem. Ask them to read the dialogue and say what it is about (they are talking about learning). **3- Work in pairs. Use non-defining relative clauses to add information to these sentences** - Read out the instruction and then ask a student to read out the example in the speech bubble. **4 -Listen and complete these words with the missing letters. Then listen again and repeat the words** - Read out the instruction and then ask the students to look at the words and guess what they are. **Assessment:** **Oral questions:** **Written Exercises**:	*Teacher's preparation book* *Students' note books* *Student's' activity books*	**5m** **15m** **15m** **5m**

Home Assignment: **SB Page (51)**

Self-Evaluation: ( ) I've achieved all the lessons objectives or ( ) I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher **Senior teacher** **Supervisor** **Director**